

Stages and Florida Alternate Assessment

OVERVIEW

Stages includes two major software components: (a) informal assessment software and (b) curriculum software. Stages informal assessment software is instructional in nature, providing activities with constructive feedback and opportunities for the learner to explore and choose. Stages curriculum software is a collection of interactive daily instructional programs appropriate for learners at each Stage.

Stages software enhances the Florida's alternate assessment process because:

- 1. Stages aligns with Florida's Sunshine State Standards at Grades K-2.**
- 2. Stages generates records of achievement.**
- 3. Stages provides learners with the opportunity for increased independence.**
- 4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools.**

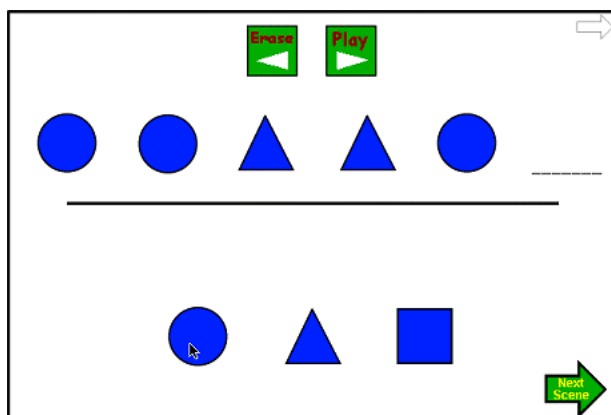
- **Stages aligns with Florida's Sunshine State Standards at Grades K-2.**

Stages ensures meaningful and effective access to general curriculum areas. Stages content aligns with the curriculum content standards in Grade K-2 mathematics language arts. Achievement in the Sunshine State Standards is the first strand of the Curriculum and Learning Environment Domain of the Special Diploma standards. Please refer to the section entitled "How Stages Correlates with Florida Sunshine State Standards" for detailed matching.

- **Stages generates records of achievement.**

For the learners functioning at Supported or Participatory Levels, it can be a challenge for the instructor to document progress. During Stages software activities, the instructor can print directly from any screen to capture a learner-generated product as a benchmark. At the end of each activity, a report with instructional data about the time spent, choices made, response accuracy or work product, input method, prompt type, and time/date stamp are displayed with the learner's name. The instructor may wish to then print that screen or save the information as a text-format electronic file.

Observation guidelines and forms in the Stages kits help the instructional team make the most out of an activity session. The data-gathering features of the software enable the observer to focus on noting the learner's behavior and thinking-out-loud responses. Two adults from the instructional team can work together: one adult can encourage the learner and the other can note valuable data about behaviors without being noticed by the learner. Alternatively if a video or still camera is available, it may be directed at the learner and the computer monitor to discreetly record interactions and other behaviors while one adult coaches. During the sessions, the learner will be less conscious of her performance being recorded, making her responses more candid. Over time, the collected data will provide evidence that the instructional team needs to build a complete picture of the learner's skill achievement.



Example screen shot from Stage Four: Create Patterns

- **Stages provides learners with the opportunity for increased independence.**

The feedback in Stages activities is encouraging and rewarding, providing a relaxed setting for exploring topics and demonstrating skills with minimal supervision. Many Stages activities include accessible choice-making opportunities. Functional skills activities include real-life community settings.

- **Stages assists the learner's IEP team with selecting assistive technology and assessment tools.**

An objective of Stages software is to provide several options for input methods and other settings so that the learner's instructor, parents, and others in the IEP team can determine his ideal learning and communication environment. Different devices, auditory feedback, speeds and prompts are among the variables.

SUMMARY

Stages augments the Florida alternate assessment cycle. The Stages software is a comprehensive benchmark tool to assist the instructional team in collecting valuable information on learner skill achievement, determine assessment strategy, and discover the learner's abilities and thinking approach.

How Stages Correlates with Sunshine State Standards for Special Diploma¹

Curriculum and Learning Environment Standards and Benchmarks

Strand A: Sunshine State Standards

STANDARD 1: THE STUDENT PARTICIPATES AND MAKES PROGRESS IN THE SUNSHINE STATE STANDARDS AS APPROPRIATE FOR THE INDIVIDUAL STUDENT.

Benchmark CL.A.1.In.1: The student completes specified Sunshine State Standards with modifications as appropriate for the individual student.

Benchmark CL.A.1.Su.1: The student completes specified Sunshine State Standards with as appropriate for the individual student.

Benchmark CL.A.1.Pa.1: The student participates in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Using Stages activities for these benchmarks

- Stages activities provide learners with access to Mathematics and Language Arts content. Stages software settings support various input devices and feedback preferences. These preferences allow the instructor to adjust feedback support for each learner. The activities also give the learner an opportunity to participate in content related to peers' activities.
- Please refer to the separate section entitled *How Stages Correlates with Sunshine State Standards*, for specific mapping between Stages activities and these general standards.

Strand B: Functional Academics

STANDARD 1: THE STUDENT LOCATES, INTERPRETS, AND USES ORAL, PRINT, OR VISUAL INFORMATION FOR A VARIETY OF PURPOSES.

Benchmark CL.B.1.In.1: The student identifies and locates oral, print, or visual information for specified purposes.

Using Stages activities for this benchmark

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Explore and Assess: Sign Orientation, Recognizing Signs

- In *Stories*, community signs and their purposes are presented to the learner in context. The learner can then explore several signs in isolation, and identify signs in relation to scenarios.

¹ Information from the Florida Curriculum Framework: Sunshine State Standards for Special Diploma. Reprinted 2002 by the Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education.

Benchmark CL.B.1.Su.1: The student identifies and locates oral, print, or visual information for specified purposes--with guidance and support.

Benchmark CL.B.2.Pa.1: The student participates in recognition and use of information when engaged in daily activities--with assistance.

Using Stages activities for these benchmarks

Stage Three: All Activities

Stage Four: Math Readiness: Number ID (Explore and Assess), Counting (Explore and Assess)

Stage Five: All Explore Activities

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

Explore: Telling Time, Using Money, Getting Dressed, Looking at Signs, Using Objects

- Stages Three and Six provide the learner with the opportunity to choose a preferred activity or story using an input device.
- *Explore* activities in Stages Four, Five, and Six provide the learner with the chance to independently select desired items to see and hear more about them.
- *Number ID* and *Counting* exercise the learner's skill in locating and identifying correct numbers and matching numbers with correct quantities of objects on the screen.

Benchmark CL.B.1.Su.2: The student interprets and uses oral, print, or visual information for specified purposes--with guidance and support.

Using Stages activities for this benchmark

Stage Four: Explore and Assess: Colors (Child or Adult Level), Number ID

- In Stage Four, the learner identifies basic colors and numbers. These skills can be useful for color-coded and numerical filing in real life situations.

Benchmark CL.B.1.Pa.1: The student participates in recognition and use of information when engaged in daily activities--with assistance.

Using Stages activities for this benchmark

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

Explore and Assess: Using Objects

- In Stage Six *Stories*, common objects and their purposes are presented to the learner in context of scenarios. The learner can then explore objects in isolation, and identify objects used for given tasks.

STANDARD 2: THE STUDENT EXPRESSES INFORMATION EFFECTIVELY USING ORAL, PRINT, OR VISUAL FORMATS FOR A VARIETY OF PURPOSES.

Benchmark CL.B.2.Su.1: The student prepares oral, written or visual information for expression--with guidance and support.

Using Stages activities for this benchmark

Stage Seven: Making Words: Copy Words

Making Sentences: Writing Sentences

- Text-to-speech and alternative keyboard access in these activities give the learner opportunities to practice and demonstrate ability to complete forms and copy information.

Benchmark CL.B.2.Su.2: The student prepares oral, written or visual information for expression--with guidance and expresses oral, written, or visual information for specified purposes--with guidance and support.

Using Stages activities for this benchmark

Stage Seven: Making Stories

- The learner can import custom photos or use existing photos as a writing prompt for stories describing personal experiences.

STANDARD 3: THE STUDENT IDENTIFIES AND APPLIES MATHEMATICAL CONCEPTS AND PROCESSES TO SOLVE PROBLEMS.

Benchmark CL.B.3.Su.1: The student identifies mathematical concepts and processes to solve problems--with guidance and support.

Using Stages activities for this benchmark

Stage Four: Math Readiness: Assess Counting

Stage Five: Math: Math Facts (+, -), Word Problems (+, -)

- In Stage Four, the learner counts groups of objects on the screen.
- Math Facts and Word Problems in Stage Five present the learner with a number line to aid in computing responses.

Benchmark CL.B.3.Su.2: The student applies mathematical concepts and processes to solve problems--with guidance and support.

Using Stages activities for this benchmark

Stage Five: Math: Fractions

Stage Six: Assess: Counting Money, Money Equivalents

- Stage Five gives the learner an opportunity to demonstrate understanding of fractions as portions of single items and groups of items using on-screen manipulatives.
- Money activities in Stage Six relate to real-life scenarios.

Benchmark CL.B.3.Pa.1: The student participates in activities involving the use of mathematical concepts in daily routines--with assistance.

Using Stages activities for this benchmark

Stage Four: Math Readiness: Explore Counting

- Using a number line on the screen, the learner can select numbers to view simple animations of objects counted up to the selected number.

Strand C: Life Work

STANDARD 1: THE STUDENT RECOGNIZES OPPORTUNITIES AND RESPONSIBILITIES IN THE WORKPLACE.

Benchmark CL.C.1.Pa.1: The student shows willingness or interest in participating in work or community activities--with assistance.

Using Stages activities for this benchmark

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Seven: *Making Stories*

- Characters in Stage Six *Stories* are shown performing daily living activities in community settings.
- Using *Making Stories*, the learner can choose photographs of people playing favorite sports or doing other community activities to write about.

STANDARD 2: THE STUDENT DEMONSTRATES SKILLS AND COMPETENCIES NEEDED FOR EMPLOYMENT.

Benchmark CL.C.2.Su.3: The student displays reliability and work ethic according to the standards of the workplace--with guidance and support.

Using Stages activities for this benchmark

All Stages Activities

- Reports show a record of time spent as well as whether the learner completes the activity.

Independent Functioning Standards and Benchmarks

Strand A: Personal Care

STANDARD 1: THE STUDENT ENGAGES IN PRODUCTIVE AND LEISURE ACTIVITIES USED IN THE HOME AND COMMUNITY.

Benchmark IF.A.1.Pa.1: The student participates in routines of productive and leisure activities used in the home and community--with assistance.

Using Stages activities for these benchmarks

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Five: *Reading:* Explore Context

- These activities are stories that are read aloud to the learner. The audio can be muted for silent reading, or the text can be hidden for listening only. The learner can advance at his desired pace using the appropriate input method.

Benchmark IF.A.1.Pa.2: The student participates in personal care, health, and fitness routines--with assistance.

Using Stages activities for these benchmarks

Stage Six: *Explore and Assess:* Getting Dressed, Telling Time

- The learner chooses the clothing appropriate for given scenarios in the *Getting Dressed* activity. Digital and analog clocks are assessed in *Telling Time*.

Strand B: Self-Management

STANDARD 1: THE STUDENT MANAGES PERSONAL, CAREER, AND OTHER LIFE DECISIONS.

Benchmark IF.A.1.Pa.1: The student participates in expressing personal needs--with assistance.

Using Stages activities for these benchmarks

All Stages Activities: see **Benchmark CL.C.2.Su.3**

Social and Emotional Behavior Standards and Benchmarks

Strand A: Working with Others

STANDARD 1: THE STUDENT CONTRIBUTES TO OVERALL EFFORT OF THE GROUP.

Benchmark SE.A.1.Pa.1: The student participates effectively in group situations--with assistance.

Using Stages activities for these benchmarks

Stage Five: Problem Solving: Tic-Tac-Toe

- The learner participates and waits for turn in this accessible version of a classic game.

Communication Standards and Benchmarks

Strand A: Communicating with Others

STANDARD 1: THE STUDENT EFFECTIVELY COMMUNICATES WITH OTHERS.

Benchmark CO.A.1.Pa.1: The student participates in communication with others--with assistance.

Using Stages activities for these benchmarks

All Stages: Observation forms guide the instructor to record the learner's nonverbal communication.

Stage Seven: Making Sentences: Building Sentences
Making Stories

- *Building Sentences* (using word walls) and *Making Stories* (using on-screen keyboard) give the learner options for written expression.

How Stages Correlates with Sunshine State Standards [SSS]²

Language Arts Grades K-2 SSS Standards and Benchmarks

STRAND A: READING

STANDARD 1: THE STUDENT USES THE READING PROCESS EFFECTIVELY.

Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations.

Related Stages Assessment Activities:

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

- Stage Six *Stories* are short illustrated passages presented as text, auditory narration, or both.

Benchmark LA.A.1.1.2 The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Related Stages Assessment Activities:

Stage Four: Reading Readiness: Letter ID, Letter Sounds

Stage Five: Reading: Sounds (rhymes), Meaning, Context (high-frequency words).

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

Stage Seven: Making Words: High Frequency Words, Rhyming Words
Making Stories

- Activities are adaptable for use at multiple levels. For example, using the Stage Six stories, the instructor can observe whether a kindergarten learner understands the way that print is organized, e.g. locating print on screen, reading left-to-right. The second-grade learner can demonstrate the ability to construct meaning of unknown words in the same stories from the illustrations.

Benchmark LA.A.1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

Related Stages Assessment Activities:

Stage Two: Verbs: Animals, Toys, Vehicles

Stage Three: Category Identification: Animals, Clothing, Vehicles

Stage Four: Shapes: Explore, Assess

Colors: Explore, Assess

Stage Five: Reading: Sounds (rhymes), Meaning, Context (high-frequency words).

Stage Seven: Making Words: High Frequency Words, Rhyming Words

Making Sentences: Building Sentences, Spelling and Grammar (homonyms), Writing Sentences (for synonyms, antonyms).

Making Stories

- Stage Two verb activities and Stage Three category activities incorporate familiar words and provide different levels of graphic representation (photo/video, drawing, symbol).

² Information from Grade Level Expectations for the Sunshine State Standards, Language Arts and Mathematics, Grades K-2 (Accessed PDF file November 6, 2001). Source: <http://www.firn.edu/doe/curric/prek12/frame2.htm>

- Exploration and assessment of letters and their sounds with simple animations in Stage Four and interactive scenes in Stage Five engage the learner.
- High frequency words and rhymes are assessed in both Stage Five (multiple choice) and Stage Seven (typed response).
- Stage Seven spelling activities include sample homonyms. Instructors can build custom lists using *Writing Sentences* to assess learner knowledge of synonyms and antonyms.
- Stage Seven *Making Stories* provides learners who are non-verbal with an alternative means to contribute to a discussion.

STANDARD 2: THE STUDENT CONSTRUCTS MEANING FROM A WIDE RANGE OF TEXTS.

Benchmark LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.

Related Stages Assessment Activities:

Stage Three: *Function Identification:* Clothing, Toys, Vehicles

Stage Five: *Math:* Charts and Graphs

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Explore: Telling Time, Using Money, Getting Dressed, Looking at Signs, Using Objects

Assess: Same topics as *Explore*. Money assessment includes separate activities for money names, equivalents, and values.

- Stage Three activities address learner readiness for Grade 1- and Grade 2-level task performance by assessing recognition of functions of familiar objects.
- The Stage Five *Charts and Graphs* activity asks questions based on the graphical information on the screen.
- Functional learning activities of Stage Six address task performance in real-life situations.

Benchmark LA.A.2.1.5 The student uses simple materials of the reference system to obtain information.

Related Stages Assessment Activities:

Stage Five: *Reading:* Letters (alphabetization at two difficulty levels)

STRAND B: WRITING

STANDARD 1: THE STUDENT USES WRITING PROCESSES EFFECTIVELY.

Benchmark LA.B.1.1.1 The student makes a plan for writing that includes a central idea and related ideas.

Related Stages Assessment Activities:

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Seven: *Making Stories*

- Stage Six provides a source for writing ideas in the form of learner-controlled, illustrated, narrated text, with characters from varying age groups and settings.
- Graphics in the Stage Seven *Making Stories* activity help the learner focus on a central idea while drafting simple documents. The learner can also import his or her own custom image into the activity as a reference to write about a familiar person, place, object, or experience.

Please refer to the Sunshine State Standards GLE document for complete lists of performance expectations for Benchmarks LA.B.1.1.2 through LA.B.2.1.4. Stage Seven assessment software

activities correlate to all Grade Level Expectations [GLE] for Benchmarks LA.B.1.1.2 through LA.B.2.1.4 for Grades K-2, except for GLE's that require dictation, drawing, or handwriting skills.

Benchmark LA.B.1.1.2 The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail; and
- are in legible printing.

Related Stages Assessment Activities:

*Stage Seven: Making Sentences: Writing Sentences
Making Stories*

- Sample sentences may be presented to the learner to be edited. For the learner who experiences difficulty executing or controlling fine and gross motor movements required for using a pencil, the accessible, on-screen keyboard in this activity provides a means for written expression.

Benchmark LA.B.1.1.3 The student produces final simple documents that have been edited for

- correct spelling;
- appropriate end punctuation;
- correct capitalization of initial words, "I," and names of people;
- correct sentence structure; and
- correct usage of age-appropriate verb/subject and noun/pronoun agreement.

Related Stages Assessment Activities:

Stage Seven: Making Sentences: Building Sentences, Writing Sentences

- *Building Sentences* provides word walls at three different levels of vocabulary to help instructors observe and record the learner's ability to build simple sentence structure without requiring use of a keyboard to type individual letters.
- In *Writing Sentences*, preset or custom sentences with capitalization, punctuation, spelling, or other mistakes are presented to the learner for correction.

STANDARD 2: THE STUDENT WRITES TO COMMUNICATE IDEAS AND INFORMATION EFFECTIVELY.

Benchmark LA.B.2.1.1 The student writes questions and observations about familiar topics, stories, or new experiences.

Related Stages Assessment Activities:

Stage Seven: Making Stories

- Stage Seven *Making Stories* provides learners who are non-verbal with an accessible and alternative way of contributing to a shared or group writing activity.

Benchmark LA.B.2.1.2 The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

Related Stages Assessment Activities:

Stage Seven: Making Stories

- Informal writing saved in *Making Stories* automatically includes date and time headings, ideal for journal entries. Digitized photos of familiar occasions are easily imported as a prompt for informal writing.

Benchmark LA.B.2.1.3 The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.

Related Stages Assessment Activities:

Stage Seven: *Making Sentences:* Building Sentences, Writing Sentences
 Making Stories

- Using Stage Seven activities, instructors can determine whether learners who experience difficulty with the regular keyboard would benefit from using an on-screen keyboard.
- *Building Sentences* provides word walls to help instructors determine whether it is appropriate for the learner to use an electronic word wall or keyboard (regular, adaptive or on-screen) for writing activities.

Benchmark LA.B.2.1.4 The student composes simple sets of instructions for simple tasks using logical sequencing of steps.

Related Stages Assessment Activities:

Stage Seven: *Making Stories*

- Illustrations can be imported to help the learner demonstrate this skill.

STRAND C: LISTENING, VIEWING, AND SPEAKING

STANDARD 1: THE STUDENT USES LISTENING STRATEGIES EFFECTIVELY.

Benchmark LA.C.1.1.1 The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

Related Stages Assessment Activities:

Stage Five: *Problem Solving:* Number Guess, Letter Scramble, Making Words, Mystery Shape, Mystery Person

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

Stage Seven: *Making Stories*

- Problem solving tasks are assessed in fun, engaging games in Stage Five. Stage Five *Making Words* also allows the learner to exhibit creativity and demonstrate that problems may have multiple correct solutions.
- The stories in Stage Six can be presented without displayed text to emphasize listening.
- Text can be typed into the *Making Stories* activity and read aloud using the text-to-speech feature.

STRAND D: LANGUAGE

STANDARD 1: THE STUDENT UNDERSTANDS THE NATURE OF LANGUAGE.

Benchmark LA.D.1.1.1 The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).

STANDARD 2: THE STUDENT UNDERSTANDS THE POWER OF LANGUAGE.

Benchmark LA.D.2.1.2 The student identifies and uses repetition, rhyme, and rhythm in oral and written text.

Related Stages Assessment Activities:

Stage Four: Patterns: Explore, Continue/Fill-In, Create

Stage Five: Reading: Sounds (rhyming)

Stage Seven: Making Words: Rhyming Words
Making Sentences: Writing Sentences
Making Stories

- Stage Four provides the instructor with a means of assessing whether the learner is able to complete patterns using multisensory objects (shapes with unique sounds) in preparation for rhyming skills.
- Stages Five and Seven rhyming practice and assessment will help the instructor determine whether the learner recognizes rhyming words.
- The Stage Seven *Writing Sentences* and *Making Stories* activities provide a way for the learner to explore the sounds of rhymes using the text-to-speech feature and demonstrate ability to continue rhyming patterns provided by the instructor.

STRAND E: LITERATURE

STANDARD 1: THE STUDENT UNDERSTANDS THE COMMON FEATURES OF A VARIETY OF LITERARY FORMS.

Benchmark LA.E.1.1.2 The student identifies the story elements of setting, plot, character, problem, and solution/resolution.

Related Stages Assessment Activities:

Stage Six: Stories: Cody, Mitchell, Meg, Adam, Ryan

- Stage Six provides preparation for later assessment of the learner's ability to identify story elements. These short and simple passages provide opportunities for the instructor to observe whether the learner can identify the characters, sequence of events and setting elements within a multisensory format (pictures and text).

STANDARD 2: THE STUDENT RESPONDS CRITICALLY TO FICTION, NONFICTION, POETRY, AND DRAMA.

Benchmark LA.E.2.1.2 The student recognizes rhymes, rhythm, and patterned structures in children's texts.

Related Stages Assessment Activities:

Stage Seven: Making Sentences: Writing Sentences
Making Stories

- The correlation for this Benchmark is similar to that of Benchmarks LA.D.2.1.2 and LA.D.1.1.1, but extended to include children's texts. The instructor can adapt *Writing Sentences* as a way to present short passages of children's text and provide a way for the learner to respond using an on-screen keyboard.

Mathematics Grades K-2 SSS Standards and Benchmarks

STRAND A: NUMBER SENSE, CONCEPTS, AND OPERATIONS

STANDARD 1: THE STUDENT UNDERSTANDS THE DIFFERENT WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD.

Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID, Counting

Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID, Counting

Stage Five: Problem Solving: Number Guess

- The instructor can ask the learner to describe relative position in the Stage Four *Number ID* activity to assess mastery of this skill.
- The *Number Guess* game in Stage Five involves narrowing number choices based on feedback saying, “That number is too high (or low).”

Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID, Counting

Stage Five: Math: Fractions

- Stage Four *Counting* and *Number ID* present familiar and interesting objects as “virtual manipulatives” for the learner’s reference.
- Stage Five *Fractions* assesses fractions using images of familiar objects such as shapes or slices of a pizza.

Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.

Related Stages Assessment Activities:

Stage Six: Assess: Counting Money, Money Equivalents

STANDARD 2: THE STUDENT UNDERSTANDS NUMBER SYSTEMS.

Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID, Counting

Stage Six: Assess: Counting Money, Money Equivalents

- The Stage Four *Counting* and *Number ID* activities feature interactive number lines at the bottom of the screen, where the learner explores or chooses responses during assessment.
- The learner can demonstrate knowledge of coin and paper money values in preparation for future assessment of money counting skills.

Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate and understanding of the whole number system.

Related Stages Assessment Activities:

Stage Five: Problem Solving: Number Guess

- *Number Guess* in Stage Five features several levels of difficulty, based on the range of possible numbers for the mystery number. The instructor can use the easiest level (range from 0 to 10) to assess learner ability to determine relative amounts.

STANDARD 3: THE STUDENT UNDERSTANDS THE EFFECTS OF OPERATIONS ON NUMBERS AND THE RELATIONSHIPS AMONG THESE OPERATIONS, SELECTS APPROPRIATE OPERATIONS, AND COMPUTES FOR PROBLEM SOLVING.

Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID

Stage Five: Math: Math Facts (+, -, x, /), Word Problems (+, -, x, /)

- The interactive number line with pictures of familiar and colorful objects in Stage Four makes counting up and back fun for the learner.
- *Math Facts* are assessed in Stage Five with and without regrouping for two-digit addition and subtraction.
- *Word Problems* in Stage Five include questions with and without illustrations that aid the learner.

Benchmark MA.A.3.1.2: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Related Stages Assessment Activities:

Stage Five: Math: Math Facts (+, -, x, /), Word Problems (+, -, x, /)

STANDARD 4: THE STUDENT USES ESTIMATION IN PROBLEM SOLVING AND COMPUTATION.

Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.

Related Stages Assessment Activities:

Stage Four: Math Readiness: Estimating

- Relative quantity estimation is assessed in Stage Four.

STRAND B: MEASUREMENT

STANDARD 1: THE STUDENT MEASURES QUANTITIES IN THE REAL WORLD AND USES THE MEASURES TO SOLVE PROBLEMS.

Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Related Stages Assessment Activities:

Stage Six: Assess: Telling Time

- Both digital and analog clocks are used to assess telling time in connection with the *Stories* activities in Stage Six.

Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Related Stages Assessment Activities:

Stage Five: Math: Geometry

- Perimeter, area and volume are assessed using graphics (blocks, footsteps and tiles) that illustrate unit measures.

STANDARD 3: THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.

Benchmark MA.B.3.1.1: The student, using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Related Stages Assessment Activities:

Stage Six: Assess: Counting Money, Money Equivalents

- Money assessment ties in with the Stage Six *Stories* to reinforce the practical value of the skill of counting money.

STRAND C: GEOMETRY AND SPATIAL SENSE

STANDARD 1: THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.

Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Related Stages Assessment Activities:

Stage Four: Shapes ID

- Two-dimensional shapes are assessed in isolation and within scenes from real life.